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ABSTRACT

In order to help beginning professionals to be better administrators, this manual (one in a series of documents for and about women in education) provides information on such administrative tasks as running an office, hiring and training a staff, managing a budget, and doing public relations work. Office organization and management are discussed in the areas of delegating authority; use of the secretarial staff; office procedures (correspondence, filing, staff meetings, staff scheduling, and crises and emergencies); and time management. Procedures for hiring staff are described, i.e., writing the position description, announcing the job, processing applications, composing a selection committee, and interviewing; training staff, (in-service training, staff development, evaluations, and rewards) is explored. Public relations, budget development, and administration are also briefly discussed. The appendices include an index for an office procedures manual, two sample filing systems, and an administrative evaluation form. A reference list is also included. (WAS)

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PROFESSIONAL ADVANCEMENT KIT

ADMINISTRATIVE PROCEDURES: A PRACTICAL MANUAL

by

JO ANNE J. TROW

Associate Dean of Students
Oregon State University

U.S. DEPARTMENT OF EDUCATION
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About the Author: Jo Anne J. Trow is Associate Dean of Students and Professor of Education at Oregon State University in Corvallis. She has been at Oregon State since 1965. Dr. Trow holds a Ph.D in Student Personnel Administration from Michigan State University and a Master's degree from Indiana University. As a university administrator with responsibility for the training and supervision of beginning professionals, and a practicing university adminstrator, Dr. Trow brings a unique vantage point to her monograph, "Administrative Procedures: A Practical Manual". Dr. Trow served as president of the National Association for Women Deans, Administrators and Counselors.

About the Association: Founded in 1916, the National Association for Women Deans, Administrators and Counselors is committed to strengthening opportunities for women and girls in education . . . in the public and private sector . . . from elementary through continuing education. Among the programs of the association is a monograph series for and about women in education. "Administrative Procedures: A Practical Manual" is one of the monographs in this series. The Association has published an award winning Journal continuously since 1937. In recent years the association has emphasized programs which train, advance and inform women about careers in education administration.

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INTRODUCTION

"Where is the copy of the memo written to the business office three weeks ago?" "Why is correspondence written two days ago still not in the mail?" "How will 100 applications for a job opening be processed?" "When will time be found to conduct staff evaluations?" "When will I be able to read this mass of reports, journals, minutes, and memos?"

Questions like these are asked every day by leaders in colleges and universities who are faced with what may seem to be an overwhelming, ever-increasing amount of administrative work. In fact, in recent years the amount of administrative work at institutions of higher education has dramatically increased. Federal and state government requirements for affirmative action reports, budget documentation, and other reports; the institution's demand for fiscal and program accountability; and the increased size of universities since World War II, make the administrator's work load larger than it once was. Often, the administrator has no additional staff to help with his or her tasks.

The primary purpose of a leader in higher education is to provide direction and focus for the college or university. The work of the leader is developing and implementing policy, budget and resource management, staff development and support, student relations, fund raising and public relations. Office administration is a secondary task, but one which, if not performed efficiently can consume all of a leader's time and energy.

This manual is designed to help beginning educational professionals to be better administrators. The manual provides information on such routine administrative tasks as running an office, hiring and training a staff, managing a budget, and doing public relations work. The examples put forth in this manual are drawn from the author's experience in administrating a student affairs office. However, the principles and guidelines discussed in the manual are applicable to other areas of the educational institution. This manual will help newly appointed college and university managers to dispatch their administrative tasks efficiently and effectively so they can get on with their primary work, guiding our institutions of higher education.

OFFICE ORGANIZATION AND MANAGEMENT

Persons who assume administrative responsibilities in colleges and universities have a choice to make. They can trust that the administrative work will get done and continue teaching and working on faculty programs or student development full time; they can become enmeshed in administrative detail at the expense of creative program development; or they can strike a middle ground where both sets of tasks are accomplished. This section describes what the administrator in higher education must know about office organization and administration in order to be able to opt for the third choice.

In order to run an office effectively in any institution, the administrator must understand the structure of the institution, and how his or her office fits into that structure. While any basic book on business management will outline various organizational structures (Thomas and Permaul, 1973; Harpel, 1976; Wolatkiewicz, 1980; Creamer, 1979; and Dutton and Richard, 1980) each college and university has a unique structure with which the administrator must become familiar.

Delegating Authority

Delegating authority is one of the administrator's most important responsibilities. The administrator must know enough about office procedure to delegate tasks and authority to others. He or she must see that tasks are distributed equitably among staff, that staff follow through on assignments, that the staff work cooperatively, that new ideas are encouraged, and that the office accomplishes the objectives established by the staff and by the institution.

Tasks and responsibilities the administrator should delegate to others include:

- jobs which can be done more effectively and more efficiently by others, such as a secretary or another staff member with special skills;
- jobs that will help a junior staff member to grow professionally;

• jobs that you do not have time to do.

By selecting staff carefully, the administrator helps to ensure that each staff member does his or her work, and works well with other staff members. The administrator can facilitate the staff's work by letting staff members do their jobs in their own styles, by encouraging experimentation, by allowing staff members to grow and mature, and by refining their skills and using their talents. In return, the administrator should require that he or she be kept informed about what happens in the office, as he or she bears ultimate responsibility for the office. The administrator should identify to the staff those instances when he or she must be consulted before action is taken, such as when statements are issued to the press, in major student or staff disciplinary situations, in significant budget adjustments, and in decisions involving considerable deviation from policy.

Using the Secretarial Staff

Secretarial staff members are some of the most important persons in the office. Using the talents and skills of a good secretary relieves any administrator of a great deal of detail work often necessary to meet departmental or institutional guidelines. Therefore, it is important that secretarial staff members are fully participating members of the office.

Take the time to discover the talents of the supporting staff. If the secretary has writing and organizational skills, ask him or her to compose replies to correspondence, outline a report, plan a meeting, or set up an agenda for a meeting. Most of all, use the secretary to do many of the routine tasks such as making appointments, opening and sorting mail, routing items, scheduling vacations, handling payroll and attendance records, inventory, managing student employees, maintaining equipment, and ordering office supplies.

Public relations is an important part of the clerical staff's job. Students, parents, university staff, and the public have contact with your office first through the clerical staff. Be sure that these staff members are cordial, friendly, helpful, and well-informed.

Office Procedure

One of the most valuable resources an office can have is a procedures manual, which outlines such office procedures as writing correspondence, filing, staff meetings, staff scheduling, use of the phone, and a procedure for handling crises. Using a procedures manual saves staff time, eliminates phone calls, and often saves money. The manual can help provide continuity when a staff member is absent or leaves. Most important, it can eliminate the wear and tear on staff members' nerves and tempers caused by unclear office policy, because everyone in the office has a handy reference for information on how to do it, who to call, and where to go for various requests. Appendix A is a sample index from a Student Affairs Office Procedures Manual.

Procedures manuals must be kept up-to-date to be effective. One staff member should be assigned to review the manual periodically and call changes in the manual to the attention of the staff.

The following information on common office procedures might be included in a procedures manual.

Correspondence

The letters your staff members write represent your office to the faculty, students, and others who receive them. Therefore, it is important that correspondence sent from your office be timely, neat, and courteous.

Letters, whether they are thank-you letters, informational letters, letters of reference, or congratulatory letters, should be written clearly, typed neatly on the appropriate letterhead, dated, copied, and filed chronologically. All correspondence received by the office should be answered promptly.

The letter writer should be careful that he or she presents information and ideas clearly. Educators can use jargon that means very little. It is better to use clear English that says precisely what you want to say. Using short sentences and active verbs will make letters clear and interesting to read. A number of good handbooks on usage and clear writing are available. Keep one in the office and use it.

The administrator needs to find the best means of letter typing for his or her office. Letters can be written out in longhand and given to a secretary to be typed, dictated to a stenographer, or dictated to a machine.

The advantages of dictating letters to a machine are several. The letter can be dictated at the convenience of the writer. The equipment is portable or it can be connected to a telephone system for use away from the office. Some dictation systems allow up to six people to dictate into the same storage system.

In some offices, the secretary types the final copy of the letter directly from the dictation machine. In most offices, however, the secretary types a draft from the machine and gives it to the writer to edit.

Word processors are used now in many offices to type letters in which there are only minor differences, such as the name of the addressee or the address. Explore the advantages and disadvantages of word processing equipment carefully. In the long run, such equipment may save time and money and increase efficiency.

One final rule: when typing anything from the office, date it. Dated documents can be useful in case of dispute or legal suit.

Filing

What is as frustrating as being unable to locate a letter, a report, a memo that was supposed to be in the files. . . somewhere? The key to avoiding this frustration is to develop a simple, understandable, logical filing system and to use it.

A good filing system is keyed to retrieval, not storage. Textbooks on office administration advocate a variety of filing systems that use number codes, color keys, etc. Use these ideas to develop a system that will meet the needs of your office.

One of the best filing systems is organized by major subjects, each color coded, with alphabetical subheadings under each subject. Any operation or activity that demands a significant amount of the staff's time can be a major subject. Activities or subjects which are not large anough in scope to demand a separate subject heading become subheadings under a related subject or under a general category, such as "Academic Policies—General."

The keys to making any filing system work are to file material in the correct folder originally, keep filing up-to-date, and develop a system to identify who removes files from the drawer. A card file of the file's major subjects and subheadings will help staff members find material in the files.

It is advisable that the administrator keep his or her own current files for quick retrieval of memos, letters, reports, and statistics. Files kept in the administrator's office should be duplicated for the central office files. Some administrators will also want to keep a chronological file of all correspondence and reports in his or her office.

The files should be weeded periodically to keep the filing system physically manageable. Many institutions have destruction schedules for files. The administrator will need to develop such a schedule if one is not in use in his or her institution.

When developing a file destruction schedule, the administrator needs to first identify material that will be kept permanently in the office. Putting this material on microfilm or microfiche is an excellent way of preserving it. If you are fortunate enough to have access to computer programs for storing all file materials on microfiche, do so. Cardboard cartons in closets are cumbersome and waste space.

Materials that might be classified as permanent could include correspondence and reports concerning policy decisions for which the office is responsible, discipline records in the student conduct office, student transcripts in a registrar's office, minutes of a student activities committee in the educational activities office. Other offices are probably designated as the primary holder for personnel records and budgets. These records may be important to have on hand for reference but the office does *not* have responsibility to retain them indefinitely. Decide which of these records are really important to keep on hand and which can be used, when necesary, in the primary office.

Establish guidelines on how long permanent and secondary records will be kept in an active file. The length of time to keep a file may vary with the record, but a rule of thumb is to keep records for three

years in the active file, five years in the historical file, and on microfilm after that if they are permanent records.

Clearly state rules about accessibility to files. Keep confidential materials, such as personnel dossiers, discipline files, or letters of reference in locked file cabinets. State who should have access to other materials and establish a system for keeping track of material that may be taken from the file.

Excerpts from a filing system in a Dean of Students' office can be found in Appendix B. A sample of a more specialized filing system, from a financial aid office, can be found in Appendix C.

Staff Meetings

Holding staff meetings regularly helps to ensure good communication among the staff. It is a good practice to include representatives from all levels of the staff, including the secretarial and paraprofessional levels, in staff meetings. Include all staff members who are concerned about the topic under discussion in the meeting. Not everyone has to stay for the whole meeting. However, including the entire staff in the meeting can help staff members broaden their awareness of the issues with which the office deals and helps the staff to feel like a team.

In order to have well-organized staff meetings, solicit agenda items from the staff ahead of time and post the agenda. Use staff meetings to discuss the items on the agenda first; use any remaining time to discuss other topics. If a particularly difficult and time-consuming problem is raised during the meeting, assign an ad hoc group to work on the problem and to report back to the staff or the administrator at a certain time. Rotate the leadership of the staff meeting so each staff member gets a chance to write an agenda and chair the meeting.

Staff Scheduling

If your institution does not have an established policy on sick leave and vacation, you will need to develop one for your office. Having clear leave and vacation policies eliminates misunderstandings between the staff and the administration.

Sick leave can be calculated for any hour away from the job because of personal or family illness. Usually, flexible standards are worked out for professional staff. A policy to use in case of catastrophic illness or accident is important especially when it becomes necessary to request additional staff to cover for an off-the-job employee. The institution's personnel office can probably assist in developing a policy for the office.

Vacation policies are generally better defined than sick leave policies for professional staff. However, it is important that the administrator be clear about his or her expectations for staff to work during school holidays, pre-school periods, and summers.

In addition to establishing and publicizing sick leave and vacation policies, the administrator needs to establish guidelines for staff on scheduling vacations, doctor's appointments, and other absences, and arranging coverage during these absences.

Telephones

No modern technical invention has more uncontrolled influence on our lives then the telephone. The phone call can interrupt conferences and delay departures, yet also can save hours of valuable time.

The administrator must establish a policy on the use of the telephone in the office. This policy should outline how the phone is to be answered, procedures for taking messages when the staff member being called is not in, and how much information to give to the caller when the staff member is not in. The policy should also specify whether staff members in conference are to be interrupted for calls, and each staff member's preferences regarding putting calls through.

Crises, Disasters, Emergencies

Crises, disasters and emergencies generally do not occur with any degree of regularity. When such events do occur, however, having a procedure available to deal with them is useful and necessary.

Standard operating procedures (SOP) for dealing with campus disruptions, hurricanes and tornadoes, flood, fires, murder, demonstrations and riots, and even state of war, have been useful on many campuses. Each campus will develop a standard operating procedure to fit its own needs, but all emergency procedures should:

- identify the people involved in handling the crisis, such as university or college staff from student services, security and safety, public information, physical plant, and residents; law enforcement officers; and emergency service personnel;
- establish criteria for notifying various levels of personnel (a minor fire in a residence hall trash chute does not require as widespread notification and involvement as would a demonstration of 1,000 students which threatens to become disruptive);
- identify the functions and responsibilities each person will assume during the crisis;
- establish follow-up procedures.

Having a procedure on file to handle crises is not sufficient, however. It is crucial that the personnel involved in responding to crises practice the procedure periodically and review the procedure regularly to keep it up-to-date.

Time Management

Most administrators have numerous organizational, professional, and personal goals they want to accomplish. The administrator has a list—whether written or unwritten—of things to do. The list may include reading professional journals, writing an annual report, talking with a colleague about an idea for a new program, dropping by the college union on a regular basis to visit with students, spending more time with faculty members, working with students on a project to ascertain student recreational needs, or just getting through the daily mass of paper - correspondence, reports, forms, advertisements and book announcements - that cross the desk. The following discussion of managing time may help you to get more things on your list done. The suggestions made below are adapted from *Managing for Profit*, edited by Thomas P. Pierson and from articles by Judy Burridge in *Cooperative Extension Newsletter*, Oregon State University.

- Set priorities and do the most important tasks first. It is *not* a good use of time to "get the little things done first." Let someone do the unimportant, low-priority tasks like opening the mail. If there is a regular need for you to do detail work, establish an hour or two daily or weekly when you can take care of these tasks. Remember, the most productive hours may be before others arrive in the morning or at noon when everyone else is at lunch.
- Block out time to accomplish a task. Do not put a high priority item off because there isn't enough time. Either *make* the time or break the task into manageable components. Similarly, do not put off doing a high priority task because it is difficult or distasteful. Getting it finished may be the most exhilarating event of the week.
- Finally, the key to getting things done is simply "TO DO IT." When the mail comes, read it, discard the junk, dictate a reply to those items requiring one, note items for further attention, refer other items to staff members for action. When professional journals arrive, glance at the table of contents and route to appropriate staff members noting pertinent articles. Do not push papers accumulating on the desk from side to side or move them from drawer to drawer. Make a decision about what is to be done and *do it*.

Figure 1 is a checklist on managing your time. Respond "yes" or "no" to each item. Effectiveness is improved by cutting down on "yes" responses.

Figure 1

Do You...

1. Start a job before thinking it through?
2. Leave jobs before completion?
3. Schedule less important work before more important (unattractive) work?
4. Oversupervise subordinates?
5. Undersupervise with consequent crisis?
6. Spend too much time on problems brought to you by subordinates?
7. Do things that can be delegated to others?
8. Do things that aren't part of the job?
9. Do unproductive things from sheer habit?
10. Keep too many, too complicated, overlapping records?
11. Pay too much attention to low yield projects?
12. Pursue projects you probably can't achieve?
13. Fail to anticipate crises?
14. Handle too wide a variety of duties?
15. Shrink from unfamiliar duties?
16. Fail to build barriers against interruptions?
17. Allow conferences and discussions to wander?
18. Allow conferences and discussions to continue after their purpose is fulfilled?
19. Conduct unnecessary meetings, visits, and phone calls?
20. Chase trivial data after the main facts are in?
21. Socialize at great length between tasks?
22. Read magazines, newspapers, etc., during the most productive times of the day?

HIRING, TRAINING, AND TERMINATING STAFF

Hiring Staff

Hiring staff is one of the administrator's most important jobs. The procedures discussed here apply to selecting staff at any level, from a vice-president to a file clerk.

Writing the Position Description

The first step in hiring a staff member is to write or reevaluate a description of the vacant position. The position description outlines the tasks and responsibilities the person who fills the position will assume. The description protects both the employer and the employee from misunderstandings about the duties and responsibilities expected of the employee.

In order to write the position description, the administrator should review the position with the incumbent, the university's personnel office, other staff, and/or an ad hoc committee appointed for the task. He or she may find that it is desirable to change the position considerably, or even to do away with the position entirely.

The administrator must also determine what qualifications should be required of the person who fills the position. It is important that the administrator carefully evaluate the level of experience and education needed to perform the job. The assumption that a bachelor's, master's or doctoral degree will bring superior performance is not valid. Some jobs may be such that many years of work and/or volunteer experience can substitute for an academic degree. On the other hand, many institutions of higher education will not or cannot hire persons without degrees for certain positions. Affirmative action requirements have a significant influence on the determination of the requirements for positions in higher education.

The position description should include:

- the name of the institution, the division, or office;
- the position title;
- the line/staff relationship - usually a statement indicating who the person in the position is responsible to;
- a description of duties, with primary duties listed first.

It is important to be precise when outlining duties, especially when defining areas for which the person who fills the position will have sole responsibility. However, it is not necessary to list every possible task that may be required of the person. This section of the description can conclude with a sentence that covers any assignments that may arise in the future (e.g. "Performs other duties as requested by the Vice President for Finance.").

Affirmative Action and Equal Employment Opportunity

Two integral aspects of hiring procedures today are affirmative action and equal employment opportunity. Institutions that receive federal or, in some cases, state government money, are required by the federal or state government to establish hiring procedures that allow equal opportunity to all persons to compete for a job for which they qualify, to seek out women and minorities for jobs and promotions, and to develop non-discriminatory qualifications for employment.

Most institutions employ a full time affirmative action officer or designate this responsibility as a collateral duty to a staff member. This officer informs personnel of current affirmative action procedures for writing position descriptions, establishing qualifications for positions, developing screening procedures, and implementing the hiring procedure. In most institutions, job announcements, position descriptions, screening processes, selection criteria, and pay scales must clear the affirmative action office before the job is announced to the public.

Announcing the Job

The job announcement should include a condensed version of the job description, qualifications required for the position, the name and address of the person to whom applications and inquiries are to be sent, the type of information required of the applicant (such as résumé and names of persons who will act as references, the deadline for receipt of applications, statement that the institution is an equal opportunity employer, and, if desired, salary information).

The job announcement is generally mailed to a list of persons, training institutions, and placement services all approved by the personnel office and/or the affirmative action office. If desired, a copy of the position description can be included in a more general mailing.

Another method of announcing a professional opening is to advertise in professional publications and the newspapers. The advertisement is usually a condensed version of the job announcement and often may be tailored to fit the readership of the publication. It is important to place ads where they will reach people who meet the qualifications for the position and who may be interested in applying.

Listing job openings with professional organizations has been for years the primary method for securing new employees in higher education. Most professional groups operate well-organized and inexpensive placement services in connection with their annual meetings. Using these services affords the opportunity to interview a number of potential candidates by attending the conference. Several difficulties arise in this system, however. It is difficult to screen candidates prior to the conference unless the opening is listed far enough in advance that there is time for pre-conference correspondence. Even when the employer can screen candidates, he or she must expect to receive many more requests for interviews than are possible to fulfill. If an employer has a particularly attractive position available or lists several positions at a time, he or she could spend the whole conference interviewing candidates.

Another drawback to relying solely on professional association placement services is that they do not operate year-round. While most positions in the field of student services/development become available in the spring, jobs can open at any time of the year. Therefore, it is wise to develop a variety of means for seeking applicants.

In addition to general advertising and mass or selected mailings, do not forget persons within the institution who may be interested and who may qualify for the job. Contacting specific individuals to inform them of the open position or to ascertain if they know of a person suited for the position is perfectly acceptable as part of a total search procedure. In the course of such communication about the opening do not make promises or imply to the people you contact that they will be favorably considered for the job.

Processing Applications

Responding to inquiries about a vacant position and processing applications can be an enormous task. In addition to receiving applications for jobs you have advertised, you may also regularly receive unsolicited inquiries requesting information about professional openings. Acknowledging each inquiry with a short note is courteous, helpful to the inquirer, and good public relations. Retaining the inquiries for a year provides an additional source of applicants for vacancies when they do occur.

Applications and inquiries will begin to arrive shortly after the position announcement is published. Prior to this time the administrator must establish a procedure for handling the inquiries. Following this procedure will allow the persons who will evaluate the candidates to work with completed dossiers, and not be hindered by incomplete applications or misplaced documents. Well-trained secretaries and administrative assistants should establish and be responsible for most of this clerical detail but the administrator should approve the procedure and monitor the process.

If a large number of inquiries are expected, note in a log each applicant's name and address, the date the inquiry was received, the date it was acknowledged, the date the application was received, the date of committee action on the application, and the date final notification of acceptance or rejection was sent. Columns for recording affirmative action information (sex, ethnic background) may also be included in the log.

Once inquiries arrive, enter the appropriate information in the application log, acknowledge the letter of inquiry, and include in your reply the deadline for filing completed applications, and an explanation of the selection process. For example, you might write, "A screening committee will evaluate all completed applications and invite three finalists to the campus for interviews. We hope to complete the initial screening by May 15 and make the final selection by June 1. You will be notified of the status of your application around May 20." Enclose a detailed position description and the application form. You will also want to request a placement file, references, transcripts, any additional information not asked for in the application form, and a statement of interest in the position. The statement of interest will allow you to evaluate the applicant's writing skills and self expression.

Application forms generally request the following: full name; current address, (permanent address if different from current); phone numbers for home and work; date of birth; social security number; sex (optional); education—institution, degree, date, major; employment—place, date, position, supervisor; publications; professional affiliations; awards and honors; activities relevant to position; names and addresses of persons who may be contacted for references.

When the formal application is received, make a folder for each applicant, and log and file the application, references or placement file, and letter of interest. Check regularly on the status of files and contact the applicant if the file is not complete and the committee wishes to consider him or her.

Setting Up a Selection Committee

While one person can select a candidate (and, in many cases, the final decision rests with the primary administrator) most colleges and universities select candidates by committee. The composition and size of the selection committee will vary according to the position you are filling. Filling a major position such as dean or vice president may require a selection committee that is larger and of different representation than that required to select a financial aid counselor. A rule of thumb for the size of a screening committee is at least three persons but no more than nine. Students, administrative staff, faculty, and clerical staff can be represented on the committee. Faculty and staff who are or have been members of advisory committees in the area in which you are hiring are good possibilities for the committee. Be sure women and ethnic minorities are adequately represented on the committee. All representatives should have equal voice and vote.

It is important to state clearly to the committee their authority and responsibility in the selection process. Decide ahead of time whether the committee will make the final selection of a candidate or will recommend two or three candidates to the administrator. Specify a time by which the committee's work must be completed. Describe carefully to the committee the institutional requirements and personnel policies surrounding hiring. Make sure the committee understands the nature of the position and the qualifications desired of the potential employee.

The committee should determine the criteria by which they will evaluate applicants based on the position description and the requirements and qualifications for the position. For example, if five years of experience in residence hall programming and/or management is one requirement for the position of an Assistant Director of Residence Programs, then one of the criteria for selection is "Experience: kind (residence hall), type (program and administration), level (not specified), amount (5 years)." In evaluating each applicant's experience, based on these parameters, the committee may decide to assign numerical value between 1-5 to each applicant or may simply wish to determine whether the applicant meets the particular criterion.

If committee members have not served on a selection committee before, you may need to provide them with a brief overview of how to use the applicant's dossier. In this overview, include hints on how to read and understand letters of reference and how to interpret application forms and transcripts. Each dossier will contain a completed institution application (if required), a resume, a letter of interest or a personal statement, letters of reference, academic transcripts and miscellaneous materials such as sample publications, copies of papers presented, and reviews of projects completed in previous positions.

Evaluating Applicants

The process of evaluating candidates is determined by the number of applicants for the position and the amount of time available to the committee. One method of evaluation is to convene the committee, pass application folders from one to the other for evaluation and conclude with a committee discussion of applicants and selection of a final candidate or candidates. A more satisfactory method is to circulate completed application folders to all committee members several weeks before the committee meets. After all the members have read the applications, they can share their individual evaluations at the committee meeting.

When evaluating each applicant, committee members should consider the following questions:

Education, Training, Experience—How long has the applicant been working? Does his or her experience prepare the applicant for the position? What special skills and talents does the applicant have? Does the applicant have enough experience to merit assigning him or her additional responsibilities? With whom has the applicant studied and/or worked? Evaluate the quality of the study and/or the work experience.

References—When were they written? Do the references represent both the applicant's past and recent work and study? How well does the individual know the applicant and his or her abilities? How capable is the individual to evaluate the applicant? Are any references notably missing? What is said about the applicant's initiative, judgement, reliability, sense of humor, appearance, relationships with students and colleagues, quality of preparation and background?

Personal Statement—Why does the applicant want the job? How does he or she relate the job to overall career objectives? What are the applicant's career goals? Are they relevant to this position? How well can the applicant express himself or herself? What special qualities does the applicant bring to the position?

A committee member should notify applicants who clearly do not meet the committee's criteria early in the evaluation process. Once the committee chooses finalists, the chosen applicants should be notified. If committee members feel that the finalists may be in demand by other institutions, the committee should also notify a few semi-finalists that they are still being considered for the job. Remember, however, that prompt notice is helpful to an applicant.

Interviewing the Candidates

If possible, final candidates, particularly those for top- and middle-level positions, should come to the campus for interviews. It may not be possible to invite candidates to the campus at the institution's expense due to budget restrictions. Nevertheless it is important to interview these candidates. You may pay part of the expenses if possible or ask the applicant to come at his or her own expense. If none of these options are possible, ask a professional colleague who lives near the applicant to conduct an interview on your behalf, or interview the applicant on the telephone.

Interviews may take various forms. Usually, the candidate talks with current staff members, students, and the selection committee, and is taken on a tour of the facilities. This activity, compressed into a short time period, can be a grueling experience for the applicant. Try to give the applicant an hour or two to collect his or her thoughts at some point during the day. Be certain to provide an opportunity for the applicant to ask questions and to explore any concerns he or she may have about the position or the institution. Remember, the applicant needs to find out about the institution and the people just as the institution needs to find out about the applicant.

At the conclusion of the interview, request each staff person involved to submit a written evaluation of the candidate to the screening committee. The committee should use these evaluations along with the other data they have collected to write a recommendation on each final applicant. The administrator may then make a final selection based on the committee's recommendations. Or, if the committee is responsible for making the final decision, it submits to the administrator a list, in preferential order, of the candidates. The committee should specify to the administrator its reasons for selecting or not selecting each person interviewed.

All the final applicants should be notified of the decision as soon as possible. However, it is a wise practice to delay notifying the second and third choices until the first choice has actually accepted the job.

When you notify the successful applicant, usually done by telephone and followed up by a letter, clearly state the conditions of his or her employment, including salary, kind of contract, fringe benefits, starting date, title, and any special conditions. Give the person elected a reasonable time to respond, but do not wait too long. It may be appropriate to request that a copy of the letter offering the position be signed by the applicant and returned to you as official notice of the candidate's acceptance of the position.

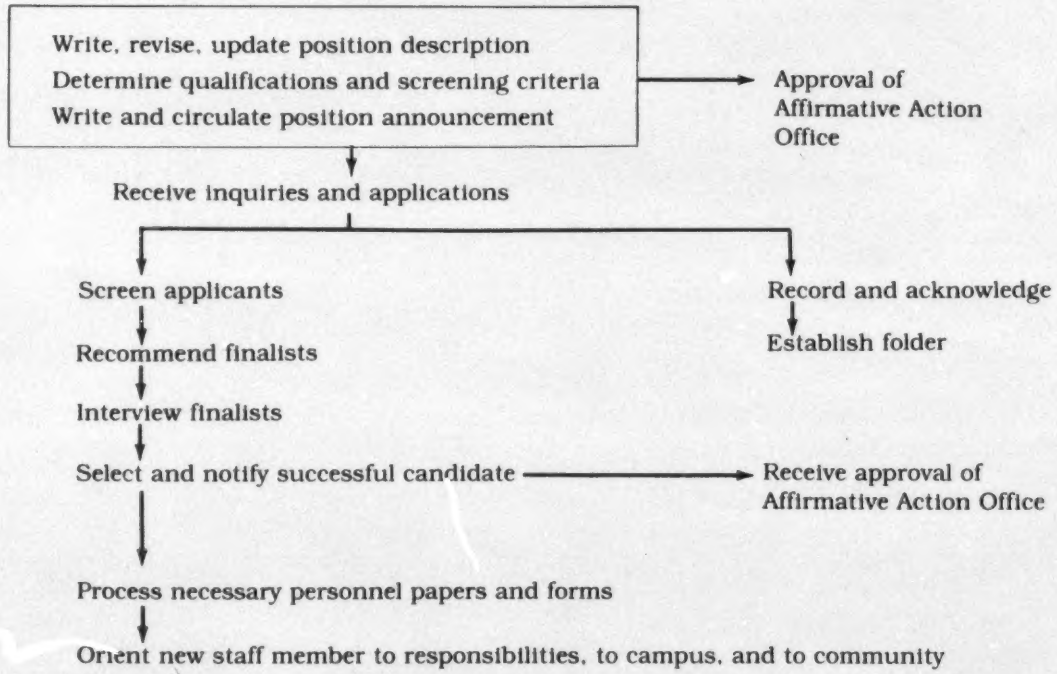
When notifying the unsuccessful finalists, it is courteous and professional to convey your thanks to the individual for applying and for participating in an interview. For a younger professional it is especially helpful to give him or her some idea of the strengths and weaknesses the selection committee identified in the individual. This will help the applicant as he or she pursues other positions.

All application materials of the person selected for the position become part of that person's permanent personnel record. All other application files should be kept for at least a year or for whatever period of time may be specified by institutional policy and affirmative action rules.

Process the appropriate personnel action requests or appointment forms before the new employee's starting date so the new employee is entered on the payroll and fringe benefits programs for timely payment.

Figure 2 is a flow chart summarizing the application process.

Figure 2
Flow Chart of Application Process


Write, revise, update position description
Determine qualifications and screening criteria
Write and circulate position announcement
Approval of Affirmative Action Office
Receive inquiries and applications
Screen applicants
Record and acknowledge
Establish folder
Recommend finalists
Interview finalists
Select and notify successful candidate
Receive approval of Affirmative Action Office
Process necessary personnel papers and forms
Orient new staff member to responsibilities, to campus, and to community

Training Staff

In-Service Training and Staff Development

Good staff orientation is planned, not haphazard. When a new staff member arrives, spend enough time to make him or her feel at home. Define specific job responsibilities, and explain to the new staff member the philosophy and objectives of his or her office and the institution. Introduce the new employee to other staff members and to college or university staff, especially those in related positions. Give the new staff member time to become acquainted with his or her co-workers. Meet with the new staff member frequently the first few weeks to answer questions and give direction if needed. After that, check back with him or her regularly, but less frequently.

A staff development program should include both orientation and training for new employees and on-going education for employees of long standing. The latter becomes more and more important as mobility decreases in institutions of higher education and staff remains fairly stable from year to year. Staff development programs directed to veteran staff members can bring new ideas and approaches to the staff and improve their skills and background.

Detailed descriptions of staff development program in student affairs offices can be found in *A Handbook on Staff Development in Student Affairs*, by Beeler and Penn (1978) and in *Training Competent Staff*, edited by Ursula Delworth (1978).

Both new and old employees can improve their job skills by taking courses, attending workshops and professional conferences, participating in professional organizations, taking part in staff meeting presentations, attending professional seminars, job trading, reading, writing, and serving on journal editorial boards. Below are suggested topics for staff development that can be implemented through most of these methods. The list is illustrative and by no means exhaustive:

- computers
- public policy and public administration
- management skills in higher education
- leadership development
- conflict resolution
- time management
- open admissions
- budget models and budget building
- personnel management
- current legal issues
- assertiveness training
- minority cultures
- issues for women
- affirmative action
- decision making
- using paraprofessionals
- effects of state and federal law on student development

Support staff should be provided opportunities to participate in staff development programs.

To avoid conflict among staff members, the administrator should establish a policy on attending professional meetings, conferences, and workshops. Consider the following when drawing up such a policy: Is the issue one of cost, office coverage, or both? Is the person presenting a major program, presiding at or chairing the meeting, serving as an officer in the organization? Who has attended meetings in the past? What are the preferences of the staff about attending? If expenses are being paid, what will the available money cover - part, all, or none of transportation, per diem, registration? What is the policy on attendance if a staff member is willing to pay his or her own way?

Devising a work plan for each staff member and helping staff members to follow them can also promote staff development. Use the position description as a basis for pointing out areas in which a staff member needs to improve his or her skills or broaden his or her knowledge. Formalize these objectives by periodically making a list of specific goals to be met by certain times. Include plans for continuing education through either pursuit of higher degrees, workshops, special classes, and retraining. Follow up with regular checks on the staff members' progress.

A minor but useful staff development technique is to route and encourage others to route to staff members mail, articles, reports, journals, clippings, and correspondence that would be of value and interest to others. General office communication is also enhanced in this way.

A wise administrator is alert to staff interaction and sensitively helps younger staff to grow and accommodate without sacrificing their idealism brought from graduate school. Just as a student development professional works with students in a learning situation to understand, work within, and learn how to modify the "system," a developmentally oriented administrator works with staff members, particularly younger ones, to understand the hierarchy of the institution, to be aware of the decision-making process, to know the informal as well as the formal power structure, to become acquainted with faculty, and to assist them in finding ways to best use the knowledge and skills acquired in graduate school so that they may contribute more to the institution and to their own professional growth.

Evaluations

Evaluations, which become a part of the personnel file, are required on more and more campuses. Even if one is not required, a yearly assessment of a staff member's performance is helpful to all.

Evaluations are most beneficial when conducted jointly by the supervisor and the staff member. Together, they assess the work the staff member accomplished in relation to his or her goals and set goals for the coming year. When conducting the evaluation, the administrator should provide positive reinforcement and suggestions for the improvement or modification of the staff member's performance. Growth most often occurs when efforts are made to change direction, develop new skills, and try unused talents. Being too kind, however, can in the long run be an injustice to a staff member. If a job is not well done, if shortcomings and failings are evident, note these and indicate methods by which the employee can improve. If the staff member's job performance is unsatisfactory, the evaluation period can serve as a vehicle to counsel the employee toward other endeavors.

All too often a supervisor or administrator does not provide an opportunity for the evaluation of his or her performance by fellow workers. A formal procedure for periodic evaluation of administrators is therefore advisable. If there is no institution-wide policy for this, the administrator can institute his or her own. The administrator can either ask staff members to discuss his or her performance as a supervisor during the evaluation meetings or solicit written comments from the staff. If the staff is large or staff members request anonymity, the administrator could administer a questionnaire to evaluate his or her performance. Appendix D illustrates an administrative performance evaluation form.

Rewards

The administrator can reward staff members for their good work in a number of ways. Salary increases within the permissible salary range is one way the administrator can tell his staff that their work is of good quality and is appreciated. The institution may have a schedule for giving raises or the administrator may distribute salary funds according to guidelines. If the latter is the case, the administrator may want to set up a staff committee to make recommendations on distributing the money.

An administrator can also reward his or her staff members by assigning them greater responsibility, giving them leadership roles, and promoting them to higher positions. Recognition of individual achievements such as publications, election or appointment to professional organizations, and honors given by student groups also lets a staff member know he or she is performing well.

Perhaps the most overlooked, yet the most important way of rewarding staff members, is by communicating to staff that a particular job has been well done. Be it a commendation on the role a staff member played in a workshop on human relations, a grueling staff selection process accomplished on schedule and with excellent results, a course successfully taught, a sticky problem resolved with a student group, or any of the myriad of other undertakings of the staff, a sincere word of praise and thanks is compensation in itself. Rewards like this should be in addition to, not in lieu of, monetary rewards.

Terminating Employees

Occasionally the administrator may face the problem of firing someone or telling him or her that the contract will not be renewed. The latter situation may occur even though the employee is doing a good job. Financial cutbacks, changes in programs, or reassignment of responsibilities may necessitate laying off an employee at any time.

When laying off someone, give adequate notice and do so professionally. Many institutions detail specific rules for this procedure; if so, you should follow them carefully. The staff member should be the first to know that his or her contract is not going to be renewed. Tell the staff member directly and provide reasons. If there are other opportunities available in the same organization, inform the employee. An offer to assist in seeking new employment, if that is possible, is also helpful. Assuming the employee has done a good job, offer to write a letter of reference. Finally, put everything in writing.

The more difficult task in terminating employment is to fire someone because of inadequate performance. If the administrator does a responsible job on periodic evaluations, the employee knows that he or she is not performing satisfactorily before he or she is fired.

The administrator's task, then, is to point out to the employee his or her inability to perform satisfactorily. Prior to firing the staff member, the supervisor should have held a series of meetings with him or her about problem areas, which may later be used as evidence of unsatisfactory performance. In fairness, and to protect the supervisor from charges of being arbitrary, give a warning or establish a probationary period before final action is taken. Some clerical appointments carry a short automatic probation period during which employment can be terminated without lengthy and detailed reasons. Even firing someone under these conditions should be done with care.

From the employee's perspective, if you decide to leave a position, remember the following: give adequate notice; inform your supervisor if considering another position; if training of a successor is not possible, leave adequate written reports on major items.

PUBLIC RELATIONS

Administrators in colleges and universities are regularly asked by the media to provide information on a variety of topics, from everyday events to crises. A few guidelines on working with the media may be helpful to the administrator.

Student newspaper reporters and editors will probably call you for interviews more often than other media representatives. Providing information to student reporters helps the campus newspaper reader and is good public relations for the office.

Beware, however, of giving more information than is asked for. Beware of off-hand, casual remarks that may end up as quotations or as headlines. Many student papers are journalism laboratories. Giving interviews to the student reporter on the same topics year after year (or day after day) may be expected of you. Exercise the same care and courteousness in giving interviews to student journalists as to professional reporters. It is good practice for you too!

Off-campus media relations are often handled by a university or college information office or news bureau. Keep these people in mind when your office needs publicity or has news to relay to the community. Most university information offices appreciate being notified when television reporters come on campus or when a newspaper wishes to do a feature story.

In a time of crisis or disaster, a reasonable rule of thumb is to route all media requests for official statements to the institution's information service.

In all cases, advise all staff members, including secretaries, about who is designated to take calls from the media.

BUDGET DEVELOPMENT AND ADMINISTRATION

The budget process and fiscal management in higher education and student affairs has been widely discussed in the 1970s (Maw, 1976; Green, 1971; Robins, 1973; Caruthers & Orwig, 1971; Kaludis, 1973; and NACUBO, 1976). By studying these resources the administrator can gain a basic understanding of the issues involved in developing and administering a budget.

Budgeting in post secondary education is complex and diverse. The administrator must have an understanding of the institution's fiscal system in order to understand how budgeting a student affairs office fits into the entire system. On most campuses, the student affairs budget is only about six percent of the entire university budget. Generally, the larger and more complex the institution, the smaller the proportion of funds devoted to student affairs.

The purposes of budgeting are to distribute resources, translate plans into action, and foster accountability (Caruthers & Orwig, 1971). Institutions of higher education use various forms of budgeting; a university's particular form of budgeting is usually dictated by tradition, or by legislation. To understand the budget process in your institution you should:

- learn the vocabulary used by the business officers and budget specialiasts;
- know the kind of budgetary system used, its strengths and weaknesses, and how it compares to other systems;
- learn how to use the institutional budgeting process by talking with other administrators, attending workshops, asking questions;
- know the capabilities of the computer or data processing system that handles the budget system;
- keep records of program use, student traffic, demographic data, and other facts that would be useful in documenting budget requests;
- learn to think in the future, as most budgets are developed far in advance;
- review monthly budget statements to assess how well the department is meeting its objectives;
- regularly review statements to permit making adjustments in funds throughout the year, rather than at the close of the budget period.

APPENDIX A

INDEX OF AN OFFICE PROCEDURES MANUAL
(from a Student Affairs Office)

JOB DESCRIPTIONS
- Academic
- Classified

AFFIRMATIVE ACTION

COMMUNICATIONS

DISCIPLINE

EQUIPMENT

FILES (including Archive information)

GENERAL INFORMATION

HOUSING

INVENTORY

LIVING GROUPS

MISCELLANEOUS

NEW STUDENT PROGRAMS

PAYROLL

PERSONNEL
- Academic
- Classified

POLICIES

PURCHASING

RESIDENT ADVISER PROGRAM

STUDENT ASSISTANCE INFORMATION CENTER (SAIC)

STUDENT EMPLOYEES

STUDENT RECORDS

TRAVEL

APPENDIX B

FILING SYSTEM FOR A DEAN OF STUDENTS' OFFICE

ADMINISTRATION-GENERAL
- Academic Advising
- Admissions
- Affirmative Action
- Alumni Relations
- Annual Reports
- Athletics
- Bookstore
- Building Fees
- Commencement
- Community Colleges
- Conference Center
- Continuing Education
- Correspondence
- Dad's Club
- Day Care
- Equipment
- Family Education & Privacy Act
- Fees: Student
- High School - College Relations
- Higher Education: General

CAMPUS COMMITTEES
- Position Review
- Promotion
- Records
- Tenure

HOUSING-GENERAL
- Contracts and Rates
- Fire & Safety
- Grounds Care
- Policy
- Regulations
- Statistics

HOUSING
- Cooperatives
- Fraternities & Sororities
- Family
- Off-Campus
- Residence Hall

MINORITY AND SPECIAL SERVICES

PERSONNEL
- Academic
- Appointment Procedures
- Classified
- Collective Bargaining
- Organization Charts
- Orientation
- Position Descriptions
- Position Evaluation
- Requests

STUDENT ACTIVITIES & COMMITTEE

STUDENT SERVICES
- Counseling Center
- Discipline
- Financial Aid
- Food Service
- Memorial Union
- New Student Programs
- Physical Recreation
- Research
- Staff Seminars
- Student Assistance & Information Center
- Student Health Center

APPENDIX C

FILING SYSTEM FOR A FINANCIAL AID OFFICE

FINANCIAL AID OFFICE
- Annual & Specific Reports
- Archives
- Budget
- Equipment
- Federal Reports
- Financial Aid Information (Other Schools)
- Financial Aid News
- Etc....

CORRESPONDENCE
- A to Z
- Business Office
- Dean of Students Office
- Executive Office
- Fraternity
- Foreign Students
- Etc....

EAST STATE UNIVERSITY
- Academic Deficiencies Com.
- Affirmative Action Program
- Athletics
- Academic Staff Regulations
- Campus Committees
- Etc....

ORGANIZATIONS
- American College Testing Program (ACT)
- Educational Methods, Inc.
- NASFAA
- Etc....

SPECIAL PROGRAMS
- AOA Traineeships
- Bureau of Indian Affairs (BIA)
- BOOST
- Etc....

WORK-STUDY
- Agency Reports
- Fiscal Proposal
  - 1966-67
  - 1967-68
- Fiscal Report
  - 1965-66
  - 1966-67

LOANS
- History-Student Loan Program
- Guaranteed Student Loan Program
- SALLIE MAE
- ESU Regular Loans
- Etc....

SCHOLARSHIPS AND GRANTS
- Activity Grants
- Basic Educational Opportunity Grant
- Cash Awards
- College Scholarship Service
- District and County
- Etc....

PURCHASING
- Budget Change Request
- Central Stores
- Contract Release Order
- Claims
- Field Purchase Order
- Etc....

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APPENDIX D

ADMINISTRATIVE EVALUATION

Very Good	Good	Fair	Poor	Very Poor

Use the above scale to evaluate the following:

1. What kind of job has the person done in establishing goals that you consider desirable for the office?
2. What kind of job is he/she doing in perceiving future needs and goals of the office?
3. How effectively does the person solicit and use information from the other staff and University community in reaching decisions?
4. How effective is she/he in resisting the pressures from specific groups in reaching decisions?
5. How effectively does he/she delegate authority?
6. How effectively does she/he promote excellence?
7. How well does he/she provide balance and equity among the various programs? (within budgeting and program restrictions, of course)
8. How well does she/he insure that other staff are people of excellence who perform well?
9. What kind of job has he/she done to seek equitable standards for staff across divisions?
10. What kind of job has she/he done to seek equitable standards for students?
11. How would you rate his/her attempts to elicit the contributions of the students to improve the University?
12. How well has he/she established fair procedures for promotion and tenure decisions?
13. How well does she/he maintain an open atmosphere for communication between himself and the University community?
14. What kind of a job has he/she done in projecting the appropriate image of the University and the office in the community and the state.
15. How well informed is she/he of the needs of the University?
16. How would you rate his/her ability to provide adequate services, supplies, equipment and support personnel for your University program?
17. How would you rate her/his ability to control bureaucratic activities, regulations and requirements that interfere with the performance of teaching, research and public service?
18. How well does he/she inspire your trust and confidence?
19. How effective is she/he in balancing the need for harmonious relationships with the need for making difficult decisions?
20. How would you rate his/her overall performance?

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